

**Texas Education Agency
Standard Application System (SAS)**

| 2015–2020 Texas Title I Priority Schools, Cycle 4 | | |
|--|--|---|
| Program authority: | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g) | FOR TEA USE ONLY <small>Write NOGA ID here:</small> |
| Grant period: | January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | |
| Application deadline: | 5:00 p.m. Central Time, August 20, 2015 | <small>Place date stamp here.</small> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Grants Administration</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2015 AUG 19 PM 2:22</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</div> </div> |
| Submittal information: | Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div> | |
| Contact information: | Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427 | |

Schedule #1—General Information

| Part 1: Applicant Information | | | | | |
|--|--|-----------------------------|----------------------------|----------|--|
| Organization name | County-District # | Campus name/# | Amendment # | | |
| IDEA Public Schools | 108807 | IDEA Academy San Benito | NA | | |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # | | |
| 74-2948339 | 1 | 15 | 0030419150000 | | |
| Mailing address | | City | State | ZIP Code | |
| 505 Angelita Drive, Suite 5 | | Weslaco | TX | 78599- | |
| Primary Contact | | | | | |
| First name | M.I. | Last name | Title | | |
| Lindsey | | Schaefer | VP of National Advancement | | |
| Telephone # | Email address | | FAX # | | |
| 956.373.5814 | Lindsey.Schaefer@ideapublicschools.org | | 956.447.3796 | | |
| Secondary Contact | | | | | |
| First name | M.I. | Last name | Title | | |
| Samuel | | Goessling | Chief Advancement Officer | | |
| Telephone # | Email address | | FAX # | | |
| 956.373.7102 | Samuel.Goessling@ideapublicschools.org | | 956.447.3796 | | |
| Part 2: Certification and Incorporation | | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|-------------------------------------|-------------|--------------|
| First name | M.I. | Last name | Title |
| Tom | | Torkelson | CEO |
| Telephone # | Email address | | FAX # |
| 956-377-8000 | Tom.Torkelson@ideapublicschools.org | | 956.447.3794 |
| Signature (blue ink preferred) | | Date signed | |

Thomas E. Torkelson

8/18/2015

701-15-107-008

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) – SEE NOTE | See Important Note for Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) – SEE NOTE | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) – SEE NOTE | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) – SEE NOTE | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) – SEE NOTE | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 4. | The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified. |
| 5. | The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA. |
| 6. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 7. | The LEA/campus provides assurance that if it selects to implement the transformation model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of |

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| | <p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> |
| 8. | <p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p> |

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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| | <p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p> |
| 9. | <p>The LEA/campus provides assurance that if it selects to implement the Early Learning Intervention Model in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: <ol style="list-style-type: none"> (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, |

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| | <p>after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <ol style="list-style-type: none"> 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators. 9. Use data to identify and implement an instructional program that is: <ol style="list-style-type: none"> (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ol style="list-style-type: none"> (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students. <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p> |
| 10. | <p>The LEA/campus provides assurance that if it selects to implement the <u>turnaround model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; |

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area

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| | (C) Non-academic supports for students (D) Family and community engagement |
| 12. | <p>The LEA/campus provides assurance that if it selects to implement the <u>restart model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p> |
| 13. | <p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p> |
| 14. | <p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p> |
| 15. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. |

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| | <p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p> |
| 16. | The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. |
| 17. | The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program. |
| 18. | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |
| 19. | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 20. | <p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p> |
| 21. | <p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p> |
| 22. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 23. | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 24. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 25. | The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA. |

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and Focus for School Reform

IDEA Public Schools' goal is to improve academic results in underserved communities. IDEA San Benito Academy has not lived up to this promise and it is time to reset student performance at IDEA San Benito Academy: Senior leaders have exited the poor-performing previous principal, turned over the majority of teachers, and installed new leadership and teachers who have new, clear expectation grounded in student achievement results. Although there has been a slight increase in performance, IDEA San Benito still lags behind district averages, especially for special pops students (ELL). Since this is where more underperformance occurred and where the school is seeing an increase in enrollment, now is the time to make sure the school has the support it needs to get back on track and significantly increase outcomes for students and teachers, through the **San Benito Soars** program.

Sense of Urgent Need for Change

By 2017, IDEA will operate 60 schools in three regions, 40,000 students on their road to and through college. With IDEA's track-record of sending 100% of graduates to college, IDEA will prepare the majority of low-income college graduates in the Rio Grande Valley—a 50% increase. This success will change lives, families, and communities across Texas. It would be unacceptable to have *any* school producing less than the best for our students. The time to improve IDEA San Benito Academy is *now*.

High Expectations for Results

IDEA Public Schools has a 15-year history of leveraging top talent, data, and technology to apply new concepts and teaching models to get real results, producing high-achieving, college-bound students in congruence with IDEA's mission, "College for All Children." 100% of graduates have been accepted to an institute of higher education, 97% of graduates have been accepted to a 4-year college, and 99.9% of graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from a four-year college.**

Operational Flexibilities that will be Afforded the Campus in a Reform Effort

IDEA's structures and curriculum *work*. But within IDEA's core values of No Excuses!, 100% Every Day, Sweat the Small Stuff, and Team and Family, is the opportunity for school leaders to pilot new programs, bring new ideas, and try new approaches to student success. For IDEA San Benito, this means the flexibility to fund self-selected professional development (PD) opportunities for teachers, hire additional staff to shore up student achievement, and provide a bonus structure designed to reward school leaders, teachers, and other support and operational staff for their contributions to IDEA San Benito's return to educational excellence.

Organizational Structures

IDEA Public Schools has grown from one secondary campus in Donna, Texas to a growing network of tuition-free Pre-K to 12th grade public schools serving more than 24,000 students in 44 schools across San Antonio, Austin, and the Rio Grande Valley in 2015-16. As a result of this tremendous growth, IDEA has the district-level and regional structures to support its current and planned growth while maintaining the high quality IDEA learning communities have come to expect. The purpose of the TTIPS initiative is to provide adequate resources to substantially raise the achievement of Priority and Focus Schools' students so as to enable the school to meet the annual measurable objectives and exit Focus School status. IDEA's demonstrated experience with infusing a culture and expectation of academic excellence into impoverished communities prove both parts of the TTIPS purpose: **greatest need and strongest commitment.**

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Existing Capacity and Resources

IDEA Public Schools is well positioned to support IDEA San Benito Academy during this TTIPS grant and to coordinate all supports and resources to ensure it exits Focus School status by the end of the five-year funding period. IDEA has both the existing capacity and, with TTIPS funding, will have the additional resources necessary to implement the following initiatives:

1. **Academic program improvements**, which include adding **full-day pre-K** so students can improve their performance to grade-level or higher much sooner than they could without this important early learning program; an Engineering focus, provided by partner Texas A&M University, which will set kids up for careers by giving them great exposure to Engineering concepts and an enhanced, project-based learning math, science, and language curriculum at an early age; and enhancing the intervention period with Reasoning Mind and Dreambox, designed to support high-needs students in math achievement and IStation, a skill-based, personalized approach for reading intervention;
2. **Improving teacher quality through focused PD**, providing staffing and support that includes a reading and math specialist for grades 3-5 and using current interventionists to shore up achievement gaps for students in grades K-2; ELL PD (SIOP in-person training); and writing PD with Jeff Anderson, "The Write Guy";
3. **Enhancing available resources for teachers, students, and families**, including computers to access the new intervention platforms; a partnership with Communities in Schools (CIS) to help meet students' social/emotional and non-academic needs and build their emotional intelligence through implementation of the Yale RULER Method; and
4. **Monitoring and evaluations**, using the Texas School Ready! child progress monitoring assessments for pre-K, implementing Renaissance STAR as an additional evaluation tool, and ensuring a focused effort to meet district and school-based goals and performance measures with a bonus-structure for teachers and leaders to incentive and reward progress toward exiting Priority and Focus School status.

Communication Structures

For IDEA San Benito Academy, specifically, IDEA Public Schools has leveraged its communication structures with the following internal teams in order to determine and ensure it has the capacity to provide adequate resources and related support to this struggling school throughout the five-year funding period:

- **Program Planning and Grant Development:** The San Benito Soars planning team involved staff from Development/Grants, Human Assets, Data & Analysis, Academics, Business Office and Operations by soliciting their input on project design and budget development. The team then presented at least three versions of the budget to district and school leadership for input and approval.
- **Human Resources and Staffing Support:** The planning team consulted IDEA's Superintendent and Chief Human Assets Officer to ensure that the existing staff at IDEA San Benito Academy is currently working at full capacity and that additional initiatives and activities will, in fact, require additional staff; the number and type of staff requested in this project are aligned with district and campus goals for academic improvement; the staff and consultants to be hired with grant funds are aligned with the design of the Early Learning Intervention model; and the incentives proposed in **San Benito Soars** supplement and do not supplant the Grow with IDEA bonus structure that rewards teachers for movement along the Teacher Career Pathway
- **Professional Development:** The TTIPS planning team also consulted IDEA's Superintendent and involved IDEA San Benito school leadership to ensure that the focus of staffing and professional development supports the plan for IDEA San Benito Academy to exit Focus Schools status
- **Grants, Financial Management, and Coordination of Funding:** Throughout the grant development process, the planning team consulted with Development/Grants staff to ensure that no element of the **San Benito Soars** proposal is in conflict with or duplicates the efforts of any other local, state, or federal initiative (grant-funded or otherwise).

IDEA Public Schools is ready to implement San Benito Soars, a TTIPS-funded initiative to increase quality instruction, ensure improved student achievement, and get IDEA San Benito back on track to success with sustainable solutions, approaches, and systems.

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Schedule #6—Program Budget Summary

| | |
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| County-district number or vendor ID: 108807 | Amendment # (for amendments only): |
| Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) | |
| Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | Fund code: 276 |

Budget Summary

| Schedule #/Title | Class/ Object Code | Year 1 Program Cost | Year 1 Admin Cost | Amount of Year 1 as Pre- award | Year 2 Program Cost | Year 2 Admin Cost | Year 3 Program Cost | Year 3 Admin Cost | Year 4 Program Cost | Year 4 Admin Cost | Year 5 Program Cost | Year 5 Admin Cost | Total Budgeted Cost across all Years |
|---|--------------------------|---|-------------------------|---|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|--|
| #7-Payroll Costs | 6100 | \$421,857 | \$7,200 | \$0 | \$429,409 | \$7,200 | \$437,188 | \$7,200 | \$445,199 | \$7,200 | \$370,340 | \$7,200 | \$2,139,993 |
| #8-Professional and Contracted Services | 6200 | \$382,190 | \$0 | \$4,500 | \$859,520 | \$0 | \$889,436 | \$0 | \$891,409 | \$0 | \$790,302 | \$0 | \$3,817,356 |
| #9-Supplies and Materials | 6300 | \$1,017,143 | \$0 | \$0 | \$649,382 | \$0 | \$577,727 | \$0 | \$570,727 | \$0 | \$638,897 | \$0 | \$3,453,876 |
| #10-Other Operating Costs | 6400 | \$24,360 | \$0 | \$0 | \$34,970 | \$0 | \$34,970 | \$0 | \$28,150 | \$0 | \$27,150 | \$0 | \$149,600 |
| #11-Capital Outlay | 6600/ 15XX | \$59,100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$17,450 | \$0 | \$76,550 |
| Consolidate Administrative Funds | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | |
| 2.73% indirect costs (see note): | N/A | \$197 | N/A | N/A | \$197 | N/A | \$197 | N/A | \$197 | N/A | \$197 | N/A | \$983 |
| Grand total of budgeted costs (add all entries in each column): | | \$1,904,650 | \$7,397 | \$4,500 | \$1,973,281 | \$7,397 | \$1,939,320 | \$7,397 | \$1,935,485 | \$7,397 | \$1,844,139 | \$7,397 | \$9,638,358 |

Administrative Cost Calculation

| | |
|--|-------------|
| Enter the total grant amount requested: | \$9,638,358 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | \$481,917 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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| Schedule #7—Payroll Costs (6100) | | | | | | | | | | |
|---|--|---|------------------------|--|------------------------|------------------------------------|------------------------|------------------------|---------------------------------------|--|
| County-district number or vendor ID: 108807 | | | | | | Amendment # (for amendments only): | | | | |
| Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Year 1 Amount Budgeted | Amount of Year 1 to be used as Pre-Award | Year 2 Amount Budgeted | Year 3 Amount Budgeted | Year 4 Amount Budgeted | Year 5 Amount Budgeted | Total Budgeted Costs across all Years | |
| Academic/Instructional | | | | | | | | | | |
| 1 Teacher: 1 math and 1 reading specialist | 2 | 0 | \$110,000 | \$0 | \$113,300 | \$116,699 | \$120,200 | \$61,903 | \$522,102 | |
| 2 Educational aide | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 3 Tutor | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| Program Management and Administration | | | | | | | | | | |
| 4 Project Coordinator – Stipend – ADMIN COST | 0 | 1 | \$6,000* | \$4,500 | \$6,000* | \$6,000* | \$6,000* | \$6,000* | \$34,500* | |
| 5 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| Auxiliary | | | | | | | | | | |
| 7 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| Other Employee Positions | | | | | | | | | | |
| 10 Academy Engineering Curriculum Writer | 1 | 0 | \$55,000 | \$0 | \$56,650 | \$58,350 | \$60,100 | \$61,903 | \$292,002 | |
| 13 | Subtotal employee costs: | | \$171,000 | \$4,500 | \$175,950 | \$181,048 | \$186,300 | \$129,806 | \$848,604 | |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | | | | | |
| 14 6112 | Substitute pay | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 15 6119 | Professional staff extra-duty pay: Summer training, planning, and debriefing for 10 staff @ \$27.50/hr. x 6 hrs./day x 10 days | | \$16,500 | \$0 | \$16,500 | \$16,500 | \$16,500 | \$8,250 | \$74,250 | |
| 16 6121 | Support staff extra-duty pay | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 17 6140 | Employee benefits (20% salaries; 7% bonus/extra duty) | | \$48,845 | \$0 | \$49,940 | \$51,069 | \$52,231 | \$40,470 | \$242,554 | |
| 18 61XX | Tuition remission (IHEs only) | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| | Bonus/incentive pay – all positions | | \$192,712 | \$0 | \$194,219 | \$195,770 | \$197,369 | \$199,015 | \$979,085 | |
| 19 | Subtotal substitute, extra-duty, benefits costs | | \$258,057 | \$0 | \$260,659 | \$263,339 | \$266,099 | \$247,735 | \$1,295,889 | |
| 20 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | \$429,057 | \$0 | \$436,609 | \$444,387 | \$452,399 | \$377,541 | \$2,144,493 | |

* = Administrative cost, not program

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

| Expense Item Description | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years |
|---|------------|------------------|------------|------------|------------|------------|---------------------------------|
| 6269 Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6299 Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Professional Services, Contracted Services, or Subgrants

| # | Description of Service and Purpose | Check If Subgrant | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years |
|----|---|--------------------------|----------|------------------|----------|----------|----------|----------|---------------------------------|
| 1 | GradeCam license for use by all teachers to speed up data gathering and analysis | <input type="checkbox"/> | \$0 | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$20,000 |
| 2 | License credentials for new 1x1 hardware (680 in yr 1, 120 yr 2) | <input type="checkbox"/> | \$68,000 | \$ | \$12,000 | \$80,000 | \$80,000 | \$80,000 | \$320,000 |
| 3 | iStation- 1 fee of \$50k | <input type="checkbox"/> | \$0 | \$ | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$200,000 |
| 4 | Reasoning Mind license (3-5th) | <input type="checkbox"/> | \$11,800 | \$ | \$23,600 | \$23,600 | \$23,600 | \$23,600 | \$106,200 |
| 5 | PD: ELL teacher training (SIOP program for grades 2-5) | <input type="checkbox"/> | \$7,750 | \$ | \$7,750 | \$7,750 | \$7,750 | \$7,750 | \$38,750 |
| 6 | Dreambox (PK-2, 1 per grade) | <input type="checkbox"/> | \$0 | \$ | \$30,000 | \$30,000 | \$30,000 | \$30,000 | \$120,000 |
| 7 | Accelerated Reading Zone | <input type="checkbox"/> | \$0 | \$ | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$48,000 |
| 8 | "Mini-grants" for level 4 and 5 teachers to use for self-directed PD (general budget, to be divided later - estimated as 4 teachers x \$1,500 each) | <input type="checkbox"/> | \$0 | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$24,000 |
| 9 | Tuition reimbursement to help teachers / co-teachers complete higher ed. degree attainment | <input type="checkbox"/> | \$0 | \$ | \$16,000 | \$16,000 | \$16,000 | \$16,000 | \$64,000 |
| 10 | Nominal fees for Technical Assistance | <input type="checkbox"/> | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$0 | \$20,000 |
| 11 | Year-long job-embedded coaching for Principal on Transformational School Leadership | <input type="checkbox"/> | \$7,500 | | \$15,000 | \$15,000 | \$15,000 | \$0 | \$52,500 |
| 12 | PD: Expert Instructional Consultant (ex- Uncommon Schools or Harvard Graduate School) | <input type="checkbox"/> | \$20,000 | | \$15,000 | \$15,000 | \$15,000 | \$0 | \$65,000 |
| 13 | PD for RULER Method: In-person training for all staff in pre-award period with follow-up training for 2 people in year 2-4 | <input type="checkbox"/> | \$80,000 | | \$25,000 | \$25,000 | \$25,000 | \$0 | \$155,000 |

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Texas Education Agency

Standard Application System (SAS)

| | | | | | | | | | |
|--|--|--------------------------|-----------|-----|-----------|-----------|-----------|-----------|---|
| 14 | PD: NIFDI or others to conduct differentiated training for Pk-2 grade teachers during Elementary Teachers Academy | <input type="checkbox"/> | \$23,000 | | \$23,000 | \$23,000 | \$23,000 | \$23,000 | \$115,000 |
| 15 | PD: Organizational Consultant- The Together Teacher for all staff each year of the grant | <input type="checkbox"/> | \$10,000 | | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$50,000 |
| 16 | Contracted Social/Emotional Counselor for Students (CIS or similar) - NOTE: \$62K is not their salary; it is the overall CIS cost, including salary and overhead. Quote came from CIS re: average contract amount. | <input type="checkbox"/> | \$31,000 | | \$70,776 | \$72,749 | \$72,749 | \$74,782 | \$318,166 |
| 17 | Texas A&M College of Engineering: co-develop and consult on implementation of Engineering curriculum in PK-5 roll out and evaluation | <input type="checkbox"/> | \$30,000 | | \$35,000 | \$35,000 | \$35,000 | \$40,000 | \$175,000 |
| 18 | Summer engineering immersion program for teachers indoctrination and training | <input type="checkbox"/> | \$40,000 | | | | | | \$80,000 |
| 19 | Community partner to provide half day structured play and motor-skill development as well as socialization skills and further development of communication methods to support full-day PreK program | <input type="checkbox"/> | \$0 | | \$360,000 | \$360,000 | \$360,000 | \$360,000 | \$1,440,000 |
| 20 | Reasoning Mind: PD to focus on highest-need student population (ELL, SPED and student behind grade-level in math). Cost includes salary for RM professionals developing and conducting PD, travel and stipends for teachers to go through 16hr of training in years 1-3, continued evaluation in year 4. | <input type="checkbox"/> | \$48,140 | | \$96,280 | \$96,280 | \$96,280 | \$48,140 | \$385,120 |
| 21 | Writing PD- Jeff Anderson | <input type="checkbox"/> | \$0 | | \$4,030 | \$4,030 | \$4,030 | \$4,030 | \$16,120 |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| b. Subtotal of professional services, contracted services, or subgrants requiring specific approval: | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | | \$382,190 | \$0 | \$859,520 | \$889,436 | \$891,409 | \$790,302 | \$3,812,856 |
| (Sum of lines a, b, and c) Grand total | | | \$382,190 | \$0 | \$859,520 | \$889,436 | \$891,409 | \$790,302 | \$3,812,856 Plus \$4500 preaward = \$3,817,356 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Expense Item Description

| 6399 | Technology Hardware—Not Capitalized | | | | | | | | | | | |
|--|--|--------------------|--------------------------------------|----------|-----------|-------------|------------------|-----------|-----------|-----------|-----------|---------------------------------|
| | # | Type | Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| | 1 | Computers | Student use/instruction, grades PK-5 | 800 | \$600 | \$470,800 | \$0 | \$73,156 | \$0 | \$0 | \$108,870 | \$652,826 |
| | 2 | Cart for Computers | Charging, storage | 26 | \$2,250 | | | | | | | |
| | 3 | Printer | Teacher use/Instruction | 4 | \$685 | | | | | | | |
| | 4 | Document Cameras | Teacher use/Instruction | 4 | \$390 | | | | | | | |
| | 5 | Video Cameras | Teacher use/Instruction | 7 | \$165 | | | | | | | |
| 6399 | Technology software—Not capitalized | | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Subtotal supplies and materials requiring specific approval: | | | | | | \$470,800 | \$0 | \$73,156 | \$0 | \$0 | \$108,870 | \$652,826 |
| | Remaining 6300—Supplies and materials that do not require specific approval (SEE LIST OF ITEMS BELOW): | | | | | \$546,343 | \$0 | \$576,226 | \$577,727 | \$570,727 | \$530,027 | \$2,801,050 |
| Grand total: | | | | | | \$1,017,143 | \$0 | \$649,382 | \$577,727 | \$570,727 | \$638,897 | \$3,453,876 |

6300 DETAIL:

Pre-K diagnostic/assessment instruments; Engineering kits for PK-5 (kits for every 5 students to complete 2 times a year); FIRST Robotics entries; DI materials for Pre-K; Writing: Teacher kits, student materials; Accelerated Reader books, including for summer check-out; Math GPS Readiness Student workbook and kits Texas Standards math (120 workbooks and 1 kit for each grade 3-5); Motivation Math and Reading Test Preparation materials (3-5th); Together Teacher and other teacher training materials for annual PD (\$150/teacher); "Mini-grants" of supplies and materials for classrooms as in-kind incentive pay for teachers; up to \$250 per IA x 4 x 38 teachers (max); Supplies for student quarterly awards and recognition for achieving milestones; Supplies and materials for grades 3-5 teachers during New Teacher Institute (differentiated, non DI training); Supplies and materials for parent and community engagement: Family Math Night; Family Reading Night; Family Science Night; etc. (instructional materials, marketing materials/printing/postage, meeting costs, etc.)

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #10—Other Operating Costs (6400) | | | | | | | | |
|---|--|----------|---------------------|----------|---|----------|----------|------------------------------------|
| County-District Number or Vendor ID: 108807 | | | | | Amendment number (for amendments only): | | | |
| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| 6412 | Travel for students (includes registration fees; does not include field trips); Specific approval required only for nonprofit organizations. Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips); Specific approval required only for nonprofit organizations Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419); Includes registration fees Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6429 | Actual losses that could have been covered by permissible insurance | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6490 | Indemnification compensation for loss or damage | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6490 | Advisory council/committee travel or other expenses | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$24,360 | \$0 | \$34,970 | \$34,970 | \$28,150 | \$27,150 | \$149,600 |
| Grand total: | | \$24,360 | \$0 | \$34,970 | \$34,970 | \$28,150 | \$27,150 | \$149,600 |

6499 DETAIL:

Student STEM, first-hand experiences (2/year in grade K-5th); School lead team step backs (annually) to reflect on progress towards goals and achieving TTIPS goals as well as setting the course for the upcoming year to achieve milestones toward the school improvement plan; In-state travel (mileage) for Principal, School Leadership Team, and Teachers to observe other high-performing schools and classrooms in the district (NOTE: IDEA teachers have no grade and subject common peer in the same building); In-state travel for school leaders and teachers to conduct Excellent Schools Visits (ex: to Morris Engineering Elementary in Texarkana, KIPP, Harmony, and other IDEA schools in San Antonio, Houston, and/or Austin)--2 groups of up to 4 staff per year for 2-day trips

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

| County-District Number or Vendor ID: 108807 | | | | | | | | Amendment number (for amendments only): | | |
|---|--|----------|-----------|-----------------|------------------|-----------|-----------|---|-----------------|---------------------------------|
| 15XX is only for use by charter schools sponsored by a nonprofit organization. | | | | | | | | | | |
| # | Description/Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | | | | | | |
| 1 | | N/A | N/A | | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Technology hardware, capitalized | | | | | | | | | | |
| 2 | Network switches for technology (1 time cost with renewal in year 5) | 3 | \$5,000 | \$15,000 | \$0 | \$ | \$ | \$ | \$3,000 | \$18,000 |
| 3 | Cabling drops (1 time cost with renewal in year 5) | 48 | \$250 | \$12,000 | \$0 | \$ | \$ | \$ | \$2,200 | \$14,200 |
| 4 | Network access points (1 time cost with renewals in year 5) | 24 | \$1,200 | \$12,000 | \$0 | \$ | \$ | \$ | \$2,200 | \$14,200 |
| 5 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Technology software, capitalized | | | | | | | | | | |
| 9 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | | | | | | |
| 14 | Desks and chairs | 3 | \$5,500 | \$16,500 | \$ | \$ | \$ | \$ | \$8,250 | \$24,750 |
| 15 | Projector and installation | 3 | \$1,200 | \$3,600 | \$ | \$ | \$ | \$ | \$1,800 | \$5,400 |
| 16 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | | | | | | | |
| 21 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Grand total: | | | | \$59,100 | \$ | \$ | \$ | \$ | \$17,450 | \$76,550 |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | |
|--|--------|------------------------------------|--|
| County-district number or vendor ID: 108807 | | Amendment # (for amendments only): | |
| Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Category | Number | Percent | Data Source |
| Total Enrollment | 696 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American | 5 | 0.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic | 638 | 91.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White | 39 | 5.6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian | 8 | 1.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Economically disadvantaged | 528 | 75.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Limited English proficient (LEP) | 120 | 17.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Special Education | 22 | 3.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Disciplinary referrals | 0 | | School records |
| Disciplinary placements in In-School Suspension | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in Out-of-School Suspension | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in DAEP | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary referrals for Truancy | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Attendance rate | | 98% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual dropout rate (Gr 9-12) | | N/A | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual graduation rate (Gr 9-12) | | N/A | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| STAAR / EOC met 2015 standard, mathematics (standard accountability indicator) | N/A | N/A | TEA 2015 Accountability Summary Report. |
| STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator) | 227 | 72% | TEA 2015 Accountability Summary Report. |
| ACT and/or SAT- Class of 2014, percent students Tested | | N/A | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| ACT and/or SAT- Class of 2014, percent At/Above Criteria | | N/A | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average ACT score (number value, not a percentage) | N/A | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average SAT score (number value, not a percentage) | N/A | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE) | | N/A | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Rio Grande Valley

Chad Richardson, professor of sociology at the University of Texas Pan-American, describes the Rio Grande Valley, where Texas meets Mexico, as a region where "rural meets urban, traditional confronts modern, enormous wealth grinds against abject poverty, and First World meets Third. Here, highly diverse groups mix, mesh, and mash into a kaleidoscope of cultural and social combinations."

The Rio Grande Valley, where IDEA Public Schools was founded and where the school and community of San Benito is located, is growing rapidly and is home to some of the poorest counties in the nation. A large number of students live in *colonias* (unincorporated neighborhoods often lacking in basic infrastructure such as paved roads, running water, and electricity), which hinders their ability to study or even get to school. As of August 2015-16, IDEA began running new transportation routes to a nearby *colonia*, Los Indios, due to the increased enrollment in this community

The Community

The community of San Benito is rural and spread out, and most families do not have access to early education for their children. By the time young children enroll as a student at IDEA San Benito, most have never been to school before, so they are beginning school academically behind. In August 2015, 29 of 30 IDEA San Benito 2nd graders tested below grade level at the start of the school year. Of these 30, 60% are non-readers and tested at a Kindergarten level—proof of the staggering challenges students in this community must overcome and how IDEA teachers need to be trained to educate students to close these gaps and set new expectations of success if they want to succeed.

The School

IDEA San Benito Academy is located in **Cameron County** where almost one-fourth of the population aged 25-34 (24.4%) has not graduated from high school, and only 16.6% of this age group has earned a bachelor's degree or higher. The **median household income** in Cameron County is \$33,179—**\$18,721 or 56.4% below the State of Texas'** median income of \$51,900. Median income in the county plunges to \$18,150 for nonfamily households. Of the county's entire population, 34.8% (37.6% for Hispanics) live below the poverty line (compared to 17.4% in the state of Texas and 14.5% in the U.S.).

At IDEA San Benito Academy, **over three-quarters (75.9%) of all students are economically disadvantaged (as compared with 60.2% across the state of Texas and 59.8% of all Texas charters); close to 20% are English-language learners in 2015-16 (up from 17% in 2013-14); and almost 92% of students are Hispanic—a population historically underserved by public education and underrepresented in higher education.**

IDEA Academy San Benito is a high-needs campus in a struggling, high-needs community.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|----------|---------|--|
| Total Staff | 44.8 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers | 22.7 | 50.7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Professional Support staff | 4.2 | 9.4% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Campus Administration (School Leadership) | 4.1 | 9.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Educational Aides | 13.8 | 30.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American Teachers | 0.0 | 0.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic Teachers | 21.7 | 95.6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White Teachers | 1.0 | 4.4% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian Teachers | 0.0 | 0.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Beginning Teachers | 8.2 | 35.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 1-5 Years Experience | 7.6 | 33.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 6-10 Years Experience | 1.0 | 4.4% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 11-20 Years Experience | 5.0 | 22.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with over 20 Years Experience | 1.0 | 4.4% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Beginning Teachers | \$43,987 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 1-5 Years | \$48,020 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 6-10 Years | \$51,000 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | \$54,700 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | \$63,300 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with less than a bachelor's degree | 22 | 37.9% | PEIMS 2013-14; data is for all staff: teachers, professional support, administrators, educational aides, and auxiliary staff |
| Staff with Bachelor's degree as highest level attained | 31 | 53.4% | PEIMS 2013-14; data is for all staff: teachers, professional support, administrators, educational aides, and auxiliary staff |
| Staff with Master's degree as highest level attained | 5 | 8.6% | PEIMS 2013-14; data is for all staff: teachers, professional support, administrators, educational aides, and auxiliary staff |
| Staff with Doctoral degree as highest level attained | 0 | 0.0% | PEIMS 2013-14; data is for all staff: teachers, professional support, administrators, educational aides, and auxiliary staff |

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) | |
|---|------------------------------------|
| County-district number or vendor ID: 108807 | Amendment # (for amendments only): |
| <p>Part 4: Staff Demographics- Comments</p> <p>Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> | |
| <p><u>Past and Current Challenges</u></p> <p>In 2014-15, IDEA Academy San Benito had six teachers turn over in the STAAR-tested grades of 3-5. As IDEA staffs each grade level with three teachers, this turnover represents <i>two thirds (67%)</i> of all teachers in these important grades (6 teachers out of 9).</p> <p>Of the current staff (2015-16), five of ten IDEA San Benito teachers in K-2 are in their first year of teaching (50%), and five of nine teachers in grades 3-5 (55.5%) are in their first two years of teaching. Overall, 10 of 19 are inexperienced teachers that require the professional development, coaching, and support proposed in this TTIPS application.</p> <p>These community challenges, combined with the relative inexperience of the IDEA San Benito staff, create additional obstacles to the school's ability to exit Focus School status. According to 2013-14 TAPR data cited on the previous page, 35.9% of all IDEA San Benito Academy teachers were brand new to teaching and 33.3% had 1-5 years of teaching experience—69.2%, cumulatively—as compared with 8.3% and 25.3%, respectively (33.6%, cumulatively), across the state of Texas.</p> <p>Therefore, it is imperative that IDEA provide additional training, development, resources, and assistance to the school leadership team, instructors, and support staff at IDEA Academy San Benito to help them overcome these challenges to realize academic results for each student at San Benito Academy.</p> <p><u>Recent Successes</u></p> <p>Regarding school culture, "nice" typically ruled at IDEA San Benito when the school was placed on the Focus list. The previous principal focused on how teachers were <i>feeling</i> and how they <i>thought</i> their students were doing rather than on what student achievement data actually showed. For example, at an all-staff meeting after interim district assessment results had come in showing San Benito Academy was at the bottom of the district, the principal stood in front of her staff and praised their hard work, ignoring the fact that the results were low, and never impressed upon her staff the full gravity of the situation. This led to staff complacency and contentment with the level of work that landed them at the bottom of the district ranking and, in the end, at a Focus school. It was clear an underperforming principal with little sense of urgency surrounding student achievement was leading the school. Once that ineffective principal was exited, IDEA leaders focused attention on shifting school culture and made changes to staff in order to find people who were willing to work hard on what was best for students.</p> <p>Now, the new principal sets expectations and provides the best support she can to help teachers get to these higher standards, given the available tools and resources. Expectations are designed around outcomes for kids, and teachers use tracking tools and structures to monitor daily outcomes. Monday through Friday, there are now morning team grade huddles where the grade-level leader focuses on holding teachers accountable for daily student results. Teachers set their outcomes for the day based on student performance on the previous day's "exit ticket" (a student response system designed to assess students each day and accelerate their achievement). If the data reveals a student has not mastered a daily objective, the teacher reteaches until the students master it and the focus areas set each day in these huddles. The morning huddle reports include teachers' rationales for why they have set the day's outcome as they have and a Q/A session with the grade team lead to probe their thinking. Now teachers are tracking student results by subpopulation, and the school culture has moved away from intangible feelings about teaching to thinking about what the data says kids are actually learning.</p> | |

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|---|---|---|------------------------------------|----|----|----|-------------|
| County-district number or vendor ID: 108807 | | | | | | | | | | Amendment # (for amendments only): | | | | |
| Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | | | | | | | | | | |
| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 120 | 112 | 112 | 112 | 112 | 112 | 112 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 792 |
| Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | | | | | | | | | | |
| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 6 | 8 | 6 | 6 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 (44*) |

* This number (44) includes 22 grade-level teachers (pre-K – 5) and 13 co-teachers in grades pre-K – 2 (35 grade-level teachers total).

Additionally, IDEA San Benito employs 4 ancillary/support co-teachers (1 PE, 1 Special Education, and 2 lab teachers (Accelerated Reader and Hot Spot) and 5 ancillary/support certified teachers (2 Interventionists, 2 Special Education, and 1 PE)—not reflected in the table in Part 6—for a total of 9 non-grade-level specific teachers.

Therefore, 35 grade-level teachers + 9 school wide/non-grade-specific = 44 teachers to be served with grant funds.

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Schedule #13—Needs Assessment

County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Process: Each IDEA school carries out an extensive Needs Assessment and Campus Improvement Plan each spring, which is tailored to the unique circumstances of the campus and is used as a guide for budget allocations, program decisions, and managerial strategy. At the district level, IDEA's Executive Team, composed of the CEO, Superintendent, Chief Program Officer, Chief Human Assets Officer, Chief Operating Officer, Chief Financial Officer, and Chief Advancement Officer, meets weekly to systematically assess IDEA's district wide and campus-specific needs, set rigorous goals, and measure progress. This information is tracked and becomes part of IDEA Public Schools' District Improvement Plan.

Each year, IDEA updates its **organization-wide goals**, which address its three core priorities: **1) Students Graduate College-ready; 2) Build a Strong and Sustainable Organization; and 3) Achieve Mission at Scale.** This scorecard serves as a public display of actual progress toward 18 different indicators that include student achievement and growth; college acceptance, matriculation and completion; employee retention; organizational strength; teacher and student attendance; parent/family satisfaction; student enrollment and demographics; and the timely hiring of excellent staff. IDEA also conducts weekly reviews of student achievement/mastery of TEKS objectives, four annual Interim Assessment (IA) data points, and deploys a system for disseminating information throughout the organization.

Campus Process: IDEA Academy San Benito created its individual improvement plan in July with input and recommendations from the entire faculty. The finished plan was submitted to the Senior VP of schools, who looks for trends and key areas of growth to target in the overall district improvement plan. IDEA San Benito Academy conducted its 2015 needs assessment process in conjunction with planning for this TTIPS initiative and systematically reviewed the following data sources in order to surface all areas of need:

| Critical Success Factor | Data Sources Reviewed |
|--|--|
| Academic Performance | STAAR Results, IA Results, STAR Renaissance, Direct Instruction (DI) data for K-2, DIBELS for 1-2, TELPAS, Weekly Assessments, and Leveled Literacy Intervention data. |
| Use of Quality Data to Drive Instruction | Lead4ward Tools, School Net, GradeCam, STAAR Results, IA Results, STAR Renaissance, DI data for K-2, DIBELS for 1-2, TELPAS, Weekly Assessments, , and LLI data |
| Leadership Effectiveness | District Created School Leadership Levers and the Rubric associated with it. District Created Leadership Competencies and Annual Performance Reviews |
| Increased Learning Time | Effective Lesson Plans, Walkthrough Data, Targeted Staff Development, |
| Family and Community Engagement | Parent Surveys, Parent Contact Logs, Track Parent Visit logs, Sign-in sheets for school activities. |
| School Climate | Health Org Survey, Discipline Referrals, Teacher Retention Rate, Culture Walk through Observations, Teacher and Student attendance, 21st Century Grant, Student Retention, |
| Teacher Quality | Staff Development, GET Coaching Tracker for Walkthroughs, Teacher Career Pathways, Parent/Student Surveys on Teachers, Annual Performance Reviews. |

As noted in IDEA San Benito's school improvement plan (submitted to TEA) and referred to on page 34, the following needs emerged as highest priority: 1) There is a lack of communication about student achievement and progress throughout the year; 2) High number of students in grades 1-5 are reading and writing below grade level; 3) There are large percentages of both high and low-performing students in math (large gap); and 4) Teachers have lacked investment in school wide improvement and culture. **Corresponding reasons (root causes) for these problems, which this TTIPS proposal has been designed to address are:** 1) There has been a lack of systems and structures to seamlessly communicate two ways between parents and staff; 2) Lack of responsiveness to data when students weren't performing well; 3) Teachers lacked math content knowledge; and 4) School leadership lacked a cohesive vision and plan for school wide improvement and culture. **Based on this needs assessment and the fact that San Benito students have few options for early education, IDEA staff voted unanimously to implement the Early Learning Intervention model.**

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ **Early Learning Intervention Model**
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Need for Early Learning Intervention and Resources

Over the past 2 years, IDEA Public Schools partnered with United Way of Southern Cameron County, participated in the Texas Community Campaign for School Readiness, and took part in an early childhood needs assessment using the Early Development Instrument (EDI).

Research has shown that poverty in early childhood has long-lasting negative consequences for intelligence, cognitive and linguistic development, social and emotional maturation, achievement, and academic outcomes. IDEA believes that by educating children sooner within the IDEA system, students **a)** will have a smaller learning gap to make up when they attend school the following year and **b)** will be set up for better life-long success. IDEA will monitor the pre-K student achievement that result from this TTIPS grant program as well as from its pilot program at IDEA Pharr to measure the impact of an extra year at IDEA and its correlation to achievement, if any. IDEA San Benito Academy, located inside of high-needs Cameron County, is in need of the pre-K services due to the levels of poverty and findings from the EDI study.

Selection of Early Learning Intervention Model for IDEA San Benito

As a K-5 campus already operated by a charter management organization (CMO), IDEA San Benito eliminated the Texas State-Design (Early College High School), Restart, and Closure models from consideration. Of the remaining choices, the Early Learning Model was a best-fit option as IDEA has been investigating the viability and impact of implementing full-day pre-Kindergarten in its Academy (K-5 or elementary-level) campuses. Funding from this TTIPS grant initiative will allow IDEA Public Schools to add a research-based full-day pre-K program in a controlled, phased-in manner; track the impact of full-day pre-K on IDEA's high-needs student population; observe and react to implementation challenges quickly; and provide additional resources for teacher training and support.

IDEA San Benito's struggles are the result of a unique combination of factors that makes the school particularly vulnerable. If the full-day pre-K program works on this campus, there would be no reason to hold IDEA back from capturing best practices and applying them to other IDEA Academy schools, effectively implementing pre-K wherever it is needed, whenever IDEA encounters the combination of low-income students with little access to early learning and new teachers who have not yet mastered their craft. Therefore, the results of this TTIPS implementation will inform the entire, district-wide phase-in of full-day pre-K (paid for with other, non-TTIPS funds), thus creating a host of internal efficiencies as IDEA scales up full-day pre-K across its existing and planned schools in three regions: the Rio Grande Valley, Austin, and San Antonio.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools places a high value on soliciting and incorporating the input and feedback from a wide variety of stakeholders regarding important initiatives and systems. This is true for the **Guideposts of Excellent Teaching (GET) teacher evaluation program** and the **Teacher Career Pathway (TCP) recognition, reward, retention, and support system** (see page 42)—two system-wide processes which were both developed with stakeholder input and feedback—and it is equally true for this proposed TTIPS project to be implemented at IDEA San Benito Academy.

During the planning phase and narrative development for San Benito Soars, IDEA involved staff from Development/Grants, Human Assets, Data, Academics, Finance and Operations; teachers from the campus team; and parents of IDEA students by soliciting their input on project design and budget development. The planning team presented at least three versions of the budget to district and school leadership for input and approval. IDEA San Benito Academy leaders also consulted IDEA's Superintendent to ensure that the focus of staffing and professional development supports the plan for IDEA San Benito Academy to exit Focus School status as quickly as possible. Finally, Development/Grants and the Finance department staff ensured that no element of this proposal is in conflict with or duplicates the efforts of any other federal, state, or local initiative (grant-funded or otherwise).

Members of the IDEA San Benito learning community were invited to give feedback and input as follows:

| Stakeholder Group | Methods for Seeking/Receiving Input and Feedback |
|--|--|
| School Leadership Team (SLT) | <ul style="list-style-type: none"> • Conference calls with district improvement staff and other leaders • Meetings with all SLT members present • Data-reflection conversations to create the School Improvement plan |
| Instructional and Support Staff | <ul style="list-style-type: none"> • Phone conference and email • Beginning of year planning meetings • Committee created, by application process, to develop the school vision for the 15-16 year and committee members lead PD sessions to roll out the initiatives set forth in the vision |
| Student Families and Community Members | <ul style="list-style-type: none"> • Informal surveys and emails • Parent orientation for each grade level to prepare and educate parents on the new year and vision • Welcome to IDEA event for new kinder families |

As a result of stakeholder input gathered via these methods, **the TTIPS planning committee voted unanimously to choose the Early Learning Model** on which to build San Benito's TTIPS grant program.

During the grant funding period, IDEA Public Schools will continue to **solicit ongoing stakeholder input** and **disseminate project** results through the following structures:

| Stakeholder Group | Methods for Seeking/Receiving Input and Feedback and Dissemination Channels |
|--|---|
| School Leadership Team (SLT) | Weekly meetings with district improvement staff and other leaders; Weekly meetings with school-based SLT; Quarterly step-back meetings to reflect on progress toward goals and plan forward to meet the school goals |
| Instructional and Support Staff | Faculty and department meetings (by content and/or grade); Grade-level leaders committee to review culture and academic data. Committee then cascades determined school priorities to their staff. Action plan created every 2 weeks to address needs. |
| Student Families and Community Members | School-based decision-making committees, planning meetings, and other events; Open House/Family Engagement Nights; Informal, small-group and one-on-one meetings with parents and community members; Electronic and print newsletters (English and Spanish) |

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Schedule #14—Management PlanCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|----|---|---|--|
| 1. | District Coordinator of School Improvement (required) | Oversee project implementation and ensure all aspects are on track and students are progressing; approve professional development (PD); facilitate PD as needed/required; serve on the Project Management Team; serve as liaison from the school to the district/Executive Team; provide other support to school, leadership team, and teachers as appropriate; Bilingual | 24 years in public education (20 years in the Rio Grande Valley) as a teacher, assistant principal, curriculum facilitator, and principal. Bachelor's in Bilingual Education; Master's as a Reading Specialist; Principal Certification. |
| 3. | Principal | Oversee project coordination at the campus level; ensure all TTIPS initiatives are efficiently coordinated with existing and future programs and funding sources; ensure all grant objectives are met on time and within budget; communicate with IDEA Senior Leadership Team to facilitate grant operations | Former Teach For America Corps member and staff (multiple roles); IDEA Educator since 2008 (7 years); Talent Recruitment Specialist, Director of Leader Staffing, founding teacher, and grade-level leader at IDEA; Principal as of 2014-15; Bachelor's in History and Education; Master's in Education. |
| 3. | Project Coordinator (Assistant Principal of Instruction/API) | Stipended position; Manage day-to-day activities of San Benito Soars ; lead Project Management Team; attend all training for Project Coordinators; manage budget; facilitate grant operation and implementation; gather project data, complete evaluation reports, and communicate with TEA regarding progress toward goals. | At least 3 years of full-time teaching experience; proven track record of personally achieving success and leading others; teacher leadership or administrative experience; Bachelor's degree in Education. Experience managing or coordinating large, multi-year projects. |
| 2. | Reading Specialist and Math Specialist | To Be Hired- 2 positions; Teaching, managing 1 AR Co-teacher and their professional development (Reading Spec); creating lesson plans for reading and math lab instruction; use supplemental math resources and software (Read Naturally and 5 components of reading; Reasoning Mind; and others) to ensure students have a sound foundation for reading and math; ensure all students are being adequately challenged at their appropriate levels to achieve and increase academic growth with a focus on grades 3-5 (K-2 support will leverage district coach); train new teachers on content resources and curriculum; etc. | At least 3 years exemplary teaching experience; train-the-trainer; comfortable speaking in front of large groups and conducting professional development seminars; demonstrated knowledge of SIOP and ELL strategies; B.A. in Education with specialization in Reading/Math and applicable Texas teacher certifications required; Master's degree in Curriculum and Instruction, Reading, or Mathematics preferred |
| 4. | Academy Engineering Curriculum Writer | To Be Hired- 1 position; Write curriculum for STEM integration and enrichment; observe classroom teaching to assess instruction- looking for adjustments to curriculum and materials; collaborate with Texas A&M on design of PD, rollout and ongoing evaluation; conduct PD and prep for rollout of engineering curriculum and lead the work to vertically align; write assessments to monitor student achievement | At least 3 years exemplary teaching experience in math or science required; experience writing and delivering curriculum required; Bachelor's in Education/Curriculum and Instruction, Math, or Science required. |

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| Schedule #14—Management Plan (cont.) | | | |
|--|--|---|--|
| County-district number or vendor ID: 108807 | | Amendment # (for amendments only): | |
| Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
| 1. | External Organizational Consultant | Provide training on simple beliefs, basic skills, concrete tools, and consistent habits that help prioritize and get it all done. | Maia Heyck-Merlin, et al. from The Together Teacher; https://www.thetogetherteacher.com/about/ |
| 2. | Expert Instructional Consultant | Conduct training on leadership in teaching and "instructional rounds." Plans and expectations for professional development will be vetted and approved by the DCSI in accordance with IDEA's policies for ensuring high-quality training. | Expert from the Harvard Graduate School of Education with more than 20+ years of experience in building capacity for instructional improvement in low-performing schools; https://www.gse.harvard.edu |
| 3. | RULER Method Trainers | Train school-based teams to become RULER Trainers (train the trainer) who then teach the rest of the school what they've learned. Teach their students, and as new teachers arrive, site-based RULER Trainers teach them. Provide ongoing feedback, advanced training, and an online community where participants can stay up to date on the latest program enhancements. | Broad base of experience teaching emotional intelligence and noncognitive skills development; experience in K-12 settings, leadership consulting, and professional development on social and emotional development, school safety, and health classroom and school climates; http://ei.yale.edu/ruler/trainers/ |
| 4. | National Institute for Direct Instruction (NIFDI) | Provide continuous administrative and curricular support to IDEA for implementation of Direct Instruction (DI) programs at all levels, pre-K through 5; Conduct, promote, and publicize high-quality research on the effects of DI implementations | Consultants are experienced teachers with advanced degrees and 5 to 25 years teaching experience in DI. Many senior consultants are co-authors of the DI programs. NIFDI's leaders have more than 30 years experience with school and district implementations of DI in all types of environments. http://www.nifdi.org/ |
| 5. | Communities in Schools Site Coord. | Coordinate the provision of social services within the school setting providing professional, accessible services to at-risk students and families | BA in social work, counseling, psychology or related field; Master's preferred; experience w/at-risk populations; bilingual preferred; www.communitiesinschools.org/ |
| 6. | Texas A&M College of Engineering | Assist in integrating engineering education into the science and math curriculum; guide PD efforts; advise on program implementation; provide exemplars and info on best practices | Experienced faculty with expertise in K-12 education integration; experience working with K-12 teachers and creating materials and resources; https://engineering.tamu.edu |
| 7. | Reasoning Mind | Create customized PD and programming for intervention period to target special population students such as SPED, ELL and students struggling with math; collaborate with IDEA teachers to determine best practices for implementation of daily intervention format | Leaders in education, mathematics, curriculum, technology, and design; 25 years experience in mathematics education; http://www.reasoningmind.org/who-we-are/ |
| 8. | Writing PD – Jeff Anderson (Write Guy) | Conduct writing workshops and seminars for teachers - Ex: Revision Decisions; 10 Things Every Writer Needs to Know; Grammar and Editing; etc. | 25 years of experiencing teaching writing and writing workshops; published author of four professional books; http://www.writeguy.net/ |

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the TTIPS-specific bonus structure described below, IDEA Public Schools maintains two key initiatives to encourage commitment and retention at IDEA campuses and within the district: the **Teacher Career Pathway** and the **Principal in Residence (PIR) Program**.

Teacher Career Pathway (TCP) is a differentiated reward, recognition, and retention program for teachers at IDEA Public Schools. The TCP program synthesizes multiple components of a teacher's performance in order to place him or her on a five-tier pathway. Each level on this pathway has its own set of supports, rewards, and recognitions. Pathway evaluations and placements are conducted annually by managers on behalf of all teachers. In addition to many other features and aspects, TCP includes **retention bonuses** that build over time for High-Performing, Advanced and Master Teachers. **The goal of the program is to value, retain, and support the development of IDEA teachers.** Full implementation of TCP is occurring this year, but will continue to be improved upon to stay relevant and meet teacher needs through a committee created to provide ongoing feedback. The TCP intends to inspire and motivate teachers to grow in their practice and stay with IDEA. By offering bonuses, recognition, and a place to grow as an educator, the TCP will help keep IDEA teachers fulfilled and in the classroom. **Funding for the TCP is separate and distinct from TTIPS funding. TTIPS will supplement, not supplant, teacher retention efforts at IDEA San Benito Academy.**

The **Principal in Residence (PIR) Program** is key to becoming an effective IDEA principal. PIR is an intensive one- to three-year learning experience that allows participants to develop the most critical principal knowledge, skills, and mindsets from IDEA's most successful school leaders as well as best practices from highly effective school leaders from around the country. Participants are primarily recruited from the pool of IDEA's Assistant Principals of Instruction. **PIR is IDEA's proven internal system for school leadership succession, which will enable its campuses to deliver continuous high-quality programming should there be changes in school leadership at the highest level.**

In addition to these two district-wide initiatives, IDEA San Benito Academy has structured a **TTIPS-specific reward program** to incentivize the school leaders, teacher leaders, teachers, and support staff to improve student achievement and school climate as proposed here. The program features the following incentives (also reflected in the project budget):

| Recipient/Staff Type | Goal/Objective to be Met (Annual Targets to be set with assistance from Program Officer during pre-implementation period) | Amount of Bonus/ Incentive Pay |
|--|--|--|
| School Principal | 1) Maintain/improve TEA rating; 2) Achieve Campus Persistence goal; 3) Increase the number of students reading on grade level | up to \$30k/year, determined as a % of base salary |
| Assistant Principals of Instruction (API) and/or Principal in Residence (PIR) | 1) Maintain/improve TEA rating; 2) Achieve student growth/achievement goals as measured by Direct Instruction (DI) | up to \$7k/ yr / API, determined as a % of base salary |
| Assistant Principal of Operations (APO) | 1) Meet campus enrollment goal by the 3 rd day of school; 2) Maintain average daily attendance goal of 97.5%; 3) Achieve Campus Persistence goal (93% for 2015-16); | up to \$7k/yr, determined as a % of base salary |
| Academic Counselor (AC) and Communities in Schools Site Coordinator | 1) Maintain/improve TEA rating; 2) Achieve Campus Persistence goal; | up to \$5.5k/yr, determined as a % of base salary |
| Teachers in tested grades (3-5) | 1) ≥90% of enrolled students pass STAAR for their content area | \$2,000 each teacher, 3-5 |
| All instructional staff | 1) School meets all applicable TEA distinction designations | \$2,000 each staff |
| Operational/support staff (Facilities, custodians, cafeteria, operations, bus) | 1) School meets all applicable TEA distinction designations | \$500 each staff |

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without TTIPS funding, the depth and intensity of interventions, resource deployment, and program solutions for San Benito Soars will not be possible.

Components of this TTIPS program that will bring lasting change to campus culture and practices that shall be sustained after the grant period ends include **RULER Method training** (emotional intelligence/noncognitive skills development to change school culture); **whole-staff professional development** (The Together Teacher, Teach Like a Champion, instructional rounds, writing training, etc.); **engineering curriculum**; **new Reasoning Mind supports for students struggling with learning math**; a **full-day pre-K program**; and **1:1 technology devices** for extending learning beyond school time. These short-term or one-time investments will have a lasting impact through train-the-trainer formats and foundational knowledge teachers will build and be supported to maintain and expand. Additional technology will be supported at a lower cost after TTIPS funding has ended.

In the unlikely event that IDEA Academy San Benito should fail to achieve the measures necessary to exit Priority Schools status by 7/31/2020, IDEA will identify resources to sustain this TTIPS program beyond the initial funding period and promises to maintain accurate, up-to-date records of grant activities and expenditures; file accurate interim and final reports in a timely manner; fully account for progress toward each program objective and performance target; coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and share details of its model and the results of its program with others.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108807

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools and IDEA Academy San Benito are committed to the efficient, streamlined integration of existing and future initiatives to improve student achievement. Development of San Benito's Texas Accountability Intervention System (TAIS) school improvement plan laid the foundation for this TTIPS initiative and established the following challenging, yet attainable, performance measures, which IDEA will continue to strive toward during the TTIPS funding period:

Goal/Performance Measure (Each relates to all 4 TEA Indexes.)

1. Student Assessment results will be 90% at Level II and 30% Level III in all content areas. (CSFs: 1-6)
2. 90% of all grade levels will be rated proficient on IDEA Academy San Benito's culture rubric. (CSFs: 1-3 and 7)
3. 90% of PK-2 students are on/above grade level in reading/ language/ math. (CSFs 1-2 and 5-7)

These performance measures related to the root causes identified in the school improvement planning process and referenced on **Schedule #13, Part 1: Process Description**. For each performance measure, the school has set quarterly milestones to track their progress toward achieving each goal. Once these goals are achieved, the school will be back on track and at par or exceeding the performance of other high-quality IDEA schools, outperforming regional peer schools and state averages. Additionally, IDEA Public Schools maintains **CMO-wide goals** regarding student achievement and growth, staffing and teacher retention, year-over-year student persistence, and organizational strength/health for all schools and the CMO as a whole. The CMO-wide goals impact the evaluations of school leaders and instructional staff. Further, the **San Benito Soars** bonus pay structure has goals specific to staff role and responsibilities (page 32).

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10

Both formative and summative evaluations of San Benito Soars will be based on multiple qualitative and quantitative measures.

- **Student achievement** data is gathered weekly through GradeCam-scored exit tickets as well as through Interim Assessments, progress reports, quarterly report cards, benchmark STAAR exams, and annual STAAR results.
- **Teacher retention** data is monitored on a weekly basis at the school and district level but is officially reported annually as year-over-year retention, which is more rigorously than most schools and districts, which typically report it from Fall to Spring (within the year) IDEA believes it is important to run a school where teachers want to return and continue in their classroom;
- **Numbers of teachers trained/served**, as well as feedback on the perceived effectiveness of each training provided will be monitored monthly as **San Benito Soars** program activities and trainings occur (qualitative data will be obtained through participant surveys; quantitative/impact data will be obtained, in part, through monitoring student achievement following the training provided); and
- **Teacher satisfaction (as a component of school climate/organizational health)** will be monitored anecdotally each semester but will be officially recorded and reported as a result of the annual organizational health survey of all staff and by follow-up surveys on teacher satisfaction with the Teacher Career Pathway (TCP). (Parents and students will also be asked to participate in organizational health surveys annually.)

In the **day-to-day operations** of this TTIPS program (and in addition to weekly Project Management Team meetings), representatives from school leadership and teaching faculty will meet periodically to share progress towards goals and participate in feedback protocols about each component of **San Benito Soars**. During these meetings goals and metrics will be collected and reestablished for future meetings. IDEA San Benito leaders will also consult with IDEA's Director of Individualized Learning (re: intervention program enhancements); the Director of Marketing and Communication (re: parent/community communication); representatives of District elementary programming (re: creating and evaluating student achievement metrics, refining curriculum and coaching teachers on implementation); the Director of Data and Analysis (re: building data models); and the Chief Advancement Officer (re: coordinating funding from multiple sources to ensure efficient operations of this project, eliminate duplication of effort, and ensure supplement-not-supplant). Relevant metrics will be presented to the district's senior leadership team, including the District Coordinator of School Improvement (DCSI), on a weekly basis.

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Schedule #15—Project Evaluation (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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At the campus level, the San Benito Soars Project Management Team (PMT) will consist of the DCSI, Principal, Assistant Principal of Instruction, Reading Specialist, and Math Specialist. Engineering curriculum writer and implementation coach, and one additional San Benito teacher. This team will meet **weekly** throughout the program implementation period to identify specific project needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; monitor and adjust program activities as determined by data-indicated need; and act swiftly to immediately correct any problems with project delivery, and monitor and adjust program activities as determined by data-indicated need. The Project Coordinator will document program changes electronically and will document project updates via email, phone calls, and in person weekly throughout the project period in order to ensure campus-wide support for the project, coordinate funding, and plan for project sustainability; and ensure program compliance and financial management/reporting. In addition to weekly parent newsletters in English and Spanish, quarterly reports will be made publicly available to the larger school community in both written and electronic format. **At least quarterly** throughout the project period, the PMT will review participant feedback (satisfaction surveys, teacher training evaluations and feedback, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustment, and generally represent the voice of all stakeholders throughout the funding period. The DCSI, as supported by the district's Director of Staff Progression and Director of Research and Analysis, will work with the Project Coordinator to review and interpret project data, complete all project reports, and advise project staff on managing the project from a data-driven perspective.

The IDEA Academy San Benito Principal, Assistant Principal of Instruction, IDEA's Regional VP of Schools (Rio Grande Valley), and Instructional Specialists will continue to deploy the full range of teacher evaluation processes and tools in the three-part Staff Development Cycle (goal-setting, review/reflection, assessment), providing feedback on teacher quality to the Project Management Team. Additionally, IDEA Academy San Benito will continue to participate in quarterly Interim Assessments (IAs), which provide standardized, objective-level student achievement data that teachers and staff use as a measure of teacher quality and effectiveness (and their related needs for professional development), which the district analyzes by subject, grade, school, region, and across IDEA as a whole. The Principal will also continue to facilitate collection and incorporation of student and parent surveys, classroom observation data, teacher peer observation reports and teacher performance reflections from the staff development cycle.

The IDEA Academy San Benito Principal and Assistant Principal of Instruction (API) engage in **weekly data conversations with teachers**. In grades K-2 (and grades pre-K-2 once pre-K is in full operation), data collection and review take place weekly with the Direct Instruction (DI) program. Students are then potentially regrouped for instruction based on academic need as supported by this data. Similarly, with teachers of students in grades 3-5, the teacher and Principal sit down for a "data conversation" that focuses on specific students, the next steps that the teacher will take in their instructional practice, and which specific objectives are to be retaught and when. IDEA also conducts meeting with parents of struggling students in order to create a home-school plan to help them get caught up.

At the district level, IDEA Public Schools employs weekly Executive Team meetings to review weekly data points aligned to IDEA's annual goals around student achievement, attendance, persistence, and teacher retention. Each senior leader reports on progress toward these goals and in this way monitors and manages the organization's overall academic, support services, financial, and facility's needs. Meetings will continue throughout the project period and will include reports from the **San Benito Soars Project Coordinator/Project Management Team** as well as from IDEA's district-wide Grant Management Team as appropriate to ensure program compliance and necessary adjustments made in a timely manner. Each grant manager receives weekly support and assistance with reporting, purchasing, and any amendments as the need for them arises.

A specific example of how district-level data review has led to instructional change involves senior leadership team review of Interim Assessment data for students in grades 3-5. When weekly reviews showed students were not improving at an on-track rate to meet IDEA's instructional goals, the team modified the curriculum, moving away from Direct Instruction at these grades mid-year (January 2014) and toward a curriculum that aligned directly with the STAAR examination. Teachers were trained on the new approach and were supported in the field by 1:1 coaching with district-wide consultants.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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IDEA Public Schools has 15 years of experience recruiting, selecting, and providing oversight to external consultants and service providers to ensure their quality. Examples include hiring high-quality project planning and program design consultants (pre-application) and external evaluators (post-award) for the **2010 Investing in Innovation (i3) grant**; working with the **National Math and Science Initiative** (NMSI, based in Dallas, <https://www.nms.org/>); our ongoing relationship with the **National Institute for Direct Instruction** (NIFDI, <http://www.nifdi.org/>), which includes annual training for teachers in PK-5 (with an emphasis on PK-2); **Kagan Learning** (<http://www.kaganonline.com>); **Texas A&M College of Engineering** (<https://engineering.tamu.edu/>); the **Yale Center for Emotional Intelligence** (<http://ei.yale.edu/ruler/>); and **Reasoning Mind** (<http://reasoningmind.org/>).

For all external consultants, IDEA employs the following general process:

- Seek referrals from trusted sources, including Executive staff and other high-performing charter schools and/or districts/LEAs;
- Obtain a resume/CV from the consultant being considered;
- Conduct extensive interviews (by phone and/or in person if available) to determine best-fit;
- Obtain testimonials and input from the consultant's previous clients as appropriate;
- Obtain evidence of consultant's prior success on similar projects with a focus on evidence-based approaches;
- Conduct background check as appropriate/necessary; and
- Ensure ongoing communication with the consultant and between consultant and IDEA staff during the contract period to monitor quality of service.

In the case of the **Harvard Graduate School of Education's Institute for School Leadership**, IDEA has extensive experience having district executives, directors, managers, and school leaders (principals, assistant principals and principals in residence) trained by staff at this revered institution and are confident that the training Harvard provides is of the highest quality in the nation today. IDEA has budgeted funds for ***on-campus training and professional development (1x per year for 3 years)*** from either Dr. Elmore or a professional consultant trained in Dr. Elmore's instructional rounds and leadership philosophy.

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Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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The first step in ensuring external service provider quality and success in meeting project deliverables is to create a detailed Memorandum of Understanding (MOU) or Service Delivery Agreement (SDA) between IDEA and the external service provider to be contracted.

Upon funding, IDEA will meet with the external provider to work on a project plan that includes:

- Gathering baseline data to evaluate impact;
- Setting milestones to stay on track for implementation and feedback loops;
- Identification of roles and responsibilities; and
- Scheduling ongoing check-ins to assess progress.

IDEA's District Coordinator for School improvement (DCSI) will oversee implementation of this TTIPS grant program through direct supervision of the IDEA Academy San Benito Principal and Assistant Principal for Instruction (API). The API will serve as the Project Coordinator for **San Benito Soars** and will oversee the activities of the staff to be hired with grant funds as well ensure effective coordination of external service providers and timely accomplishment of their agreed-upon deliverables.

At the district level, IDEA's Business Office, as managed by the Chief Financial Officer, also reviews external service provider performance in accordance with IDEA's procurement policy.

The Project Management Team will make adjustments to program components (which may or may not directly impact external provider contracts) after careful consideration of input and teacher feedback collected from surveys and other supporting data.

With the project plan and San Benito Soars metrics to measure progress toward implementation, IDEA will be able to have constructive conversations about the timeliness and effectiveness of the providers' service. If deadlines continue to be missed and results are not improving, after rounds of feedback, the contract and agreement between IDEA and the provider will be broken.

Please also see page 27 for additional information on data sources IDEA reviews on a regular basis, which will be used, in part, to determine the effectiveness of external service providers and their impact on student achievement and school climate.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|--|---|
| County-district number or vendor ID: 108807 | |
| Amendment # (for amendments only): | |
| Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| 1. | Identify/hire/designate site-based Project Coordinator; Project Management Team attends TTIPS grant training as required/scheduled; |
| 2. | Review purpose, goals, objectives, activities, and proposed calendar of TTIPS grant with stakeholders (staff, students, parents) in various formats as appropriate (grade-level and/or faculty meetings; parent involvement nights; newsletters; etc.); |
| 3. | Review budget items and integrate the schedule of major grant activities/events – including project management team meetings – with school/region/district calendar; |
| 4. | Contract with job-embedded coach/support for principal; |
| 5. | Align grant project activities with other national/state/local initiatives, such as IDEA's 21 st Century Community Learning Centers grant, Race to the Top-District, EEIP, etc.; |
| 6. | Update needs assessment with new demographics, latest academic results from fall benchmarks and interim assessments, and learning community/organizational health survey data; |
| 7. | Contract with professional development (PD) service providers (ex: NIFDI, The Together Teacher, etc.); |
| 8. | Contract with Communities in Schools, Reasoning Mind, Texas A&M, Yale Center for Emotional Intelligence, and other contractors for grant period (secure MOU/SDA; update annually; research and determine rollout of each program; conduct training for teachers as appropriate; match CIS Site Coordinator to campus and hire/onboard this contracted position; |
| 9. | Work with Assistant Principal of Instruction (API) to identify/purchase instructional materials; |
| 10. | Purchase technology as indicated in budget; work with IT support to include device set-up and maintenance into existing tech plan; work with teachers on plan for integrating new devices into the curriculum; |
| 11. | Begin recruiting for Math and Reading Specialist; hire by 6/30/2016; onboard by 7/15/16; |
| 12. | Finalize details of bonus/incentive pay plan if needed; align bonus pay plan with IDEA's Teacher Career Pathway as needed; communicate details to IDEA Academy San Benito staff for clarity/transparency; |
| 13. | Identify and send selected staff and teachers to visit exemplary schools (IDEA, Morriss Elementary Engineering School, KIPP, Harmony, other); |
| 14. | Identify and send selected teachers to regional and/or national conferences and workshops; |
| 15. | Identify school-based team to participate in initial training for the RULER Method (Yale Center for Emotional Intelligence); choose training site and dates; trained team returns to train remaining staff for 2016-17 roll out; |
| 16. | Ensure methods for feedback collection (qualitative and quantitative) are established and ready to gather accurate data; |
| 17. | Finalize plan for 2016-17 full-day pre-K implementation schedule, including plans to integrate new diagnostic/assessment instruments into IDEA's testing calendar and protocols inform the San Benito learning community, recruit/hire/train pre-K teachers, recruit and enroll students and formalize cmty partner; |
| 18. | Integrate/align aspects of TTIPS grant plan into IDEA's existing 4 x 4 Staff Development Cycle (rigorous teacher goal-setting, review, reflection, and assessment process); and |
| 19. | Report pre-implementation progress and program updates to IDEA San Benito learning community and TEA. |
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing, existing efforts that are similar, related to, or otherwise supplement TTIPS funding for **San Benito Soars** are listed below with corresponding goals. The IDEA Grants Manager consults with schools on the coordination and integration of related efforts to realize efficiencies and streamline operations of each related effort/initiative and share best practices in grant management and accountability expectations by create a Professional Learning Community for grant project directors throughout IDEA.

Race to the Top-District (RTT-D) – 2012-2016

- **Goals:** 1) Eliminate achievement gaps; 2) EOY on grade level K-5; 3) 85% persistence 9-12; 4) 100% graduation; 5) 100% college enrollment→ 85% college graduation; 6) 95% teachers highly effective/effective
- Funds Improvement to IDEA's student dashboard infrastructure and access to consolidated student data; Improved data-sharing between blended learning spaces and classrooms; and Enhanced individualized professional development opportunities for teachers

21st CCLC – Four years; in Year 2

- **Goal:** IDEA Public Schools offers high quality extended-day, Saturday school, and summer school programs that include both academic and enrichment activities
- Funds 12 hours per week of after school and Saturday academic and enrichment activities, plus 6 weeks of summer school aimed at increasing instructional time primarily for students with the lowest achievement—for 10 IDEA campuses;

Carol M. White Physical Education Program (PEP) – 2013-2016

- Goal: IDEA Public Schools is the healthiest school district in the nation
- Funds health, wellness, and nutrition education programming to ensure students are active, healthy, and prepared for learning;

Educator Excellence Innovation Program (EEIP) – 2014-2016

- **Goal:** Increase teacher engagement and retention through development and roll-out of a rewards and recognition system called the Teacher Career Pathway (*separate and distinct—different incentives from TTIPS*);
- Helps fund teacher incentives as part of their placement on the Teacher Career Pathway. There are five levels: Welcome to IDEA Teacher, Emerging IDEA Teacher, High-performing IDEA Teacher, Advanced High-performing Teacher, and Master IDEA Teacher. Teachers only earn TCP incentives when they earn placement as a High-performing IDEA Teacher or higher (top 3 levels).

Title I (School wide-NCLB) – Ongoing, in Year 2

- **Goals:** 1) Improve Academic Performance of All Students; 2) Improve Community Engagement; 3) Allow for Innovation in Intervention
- Provides an ongoing stream of support for the continuation of these efforts and TTIPS program sustainability after the funding period ends.

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 108807 | Amendment # (for amendments only): |
| Statutory Requirement 5: Principal Replacement Applicants proposing a TRANSFORMATION, EARLY LEARNING or TURNAROUND model must replace the principal who led the school prior to the commencement of the model. Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015. These applicants shall respond to the prompts in the table below. Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| Name of principal who will be in place through the implementation of the model: | Tricia Noyola |
| Hire date, or anticipated hire date of the principal who will be in place for implementation of the model: | June 2014 Tricia was originally hired in August 2008 as a founding 6 th grade English/Language Arts teacher at IDEA Mission College Preparatory and worked for IDEA for one year. She honed her instructional skills by coaching teachers for Teach For America and came back to IDEA in June 2012 as a Talent Recruiter, after which she was promoted to Director of Leader Staffing (July 2013) before moving into the role of IDEA San Benito Academy Principal in June 2014. As of 2015-16, Tricia will enter her fifth year of employment with IDEA. |

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Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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| Element in the model selected for modification: | N/A |
| Description of the modification: | N/A |
| How intent of the original element remains/will be met: | N/A |

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Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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| Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation: | <p>The Teacher Career Pathway (TCP) is the way in which IDEA evaluates and promotes its teachers. The following four areas determine teachers' placement on the TCP:</p> <ol style="list-style-type: none"> 1. Student achievement data (50%) is heavily weighted because of its great impact on IDEA students' future options. <u>Student achievement is measured differently for each course based on available international, national, state, and local assessments; within each subject, IDEA has set a student growth measurement as a portion of the overall student achievement measurement.</u> Rubrics for each grade level and content area are published in the Teacher Career Pathway handbook. Courses without an end-of-year assessment have a unique treatment. A key measure of teacher quality is student results on standardized tests (STAAR/EOC exams), but every IDEA teacher—from PE to Art to Algebra—has quantifiable student achievement goals, inclusive of student growth goals, that are reviewed during this summative evaluation session. For principals, IDEA uses their mastery of the School Leadership Levers rubric (based on Paul Bambrick-Santoyo's book, <i>Leverage Leadership: A practical guide to building exceptional schools,</i>) and tracks student growth for each school through the results on Index 2, STAR Reading scores (for K-2) and Interim Assessments (for 3-5), which are given 4 times a year; 2. The Guideposts for Excellent Teaching (GET) Rubric scores (35%) for the TCP are the same ones a teacher receives during the annual performance review (APR) with his or her manager; 3. Student and family survey responses (5% each, 10% total) allow composite scores to include the perspective of IDEA's most important stakeholder groups; and 4. Staff members are also evaluated against IDEA's six core values (work ethic, attitudes, commitment to IDEA's mission, ability to cooperate and collaborate with others, and overall professionalism). The metric for core values ratings comes from managers' ratings on Guidepost 6 (Core Values) (5%) during the Annual Performance Review. |
| Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice: | <p>IDEA's philosophy is that principals are instructional leaders who coach and develop the teachers and lead team members at their school to achieve ambitious goals with students. Each teacher is assigned to a campus-based instructional coach (or manager)—usually the Principal or Assistant Principal of Instruction (API). Most campus leaders and teacher leaders are assigned to no more than 1/3 of the teachers (max ratio: 1:15), which allows the instructional coaches to spend significant time observing and coaching their teachers. IDEA expects teachers to interact with their coaches twice each month in a meaningful way, which might include a walkthrough, extended observation, or a conversation about data.</p> |
| Describe how the evaluation system was developed with teacher and principal involvement: | <p>IDEA has created its premier performance management and evaluation system (GET) based on input from all stakeholders and supported by the research of the Measures of Effective Teaching study. After analyzing a variety of evaluation and coaching tools through an advisory committee and running focus groups and surveys with teachers and campus leaders, IDEA decided to use and improve the GET tool with some significant modifications. Changes included the addition of strands around professionalism and working with the socio-emotional needs of students, verbiage in the document, and improved alignment between each indicator. The other changes include a column of coaching/self reflection questions for each strand as well as video and other resources that are available for teachers and coaches online. All of these changes rolled out in the 2013-2014 school year with an extensive train the trainer PD session for all managers of teachers. This included norming around using the GET rubric and a certification test before being able to conduct end of year annual performance reviews. This is increasing the accuracy of quantitative measures and quality of qualitative measures of teacher efficacy.</p> |

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Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

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| Describe the rewards available for educators who have increased student achievement in implementing the model: | <p>As detailed in the table on page 32, the San Benito Soars TTIPS reward program includes the following incentives, all calculated as a % of the individual's base salary for each goal met: 1) School Principal has goals around the TEA rating, campus persistence, and increasing students on grade level; 2) the Assistant Principals for Instruction have goals around the TEA rating and student growth/achievement 3); the Assistant Principal of Operations has goals around campus enrollment, avg. daily attendance, and campus persistence 4); the Academic Counselor has goals around the TEA rating and campus persistence Flat-rate incentives are also incorporated to reward 5); teachers in grades 3-5 having 90% of their students pass STAAR for their content area (\$2,000 each teacher) 6) all instructional staff are rewarded if the school meets all applicable TEA distinction designations (\$2,000 each staff); and 7) operational support staff will receive \$500 if the school meets the TEA distinction designations.</p> |
| Describe protocols/interventions to support teachers who are struggling to improve professional practice: | <p>IDEA's Teacher Career Pathway places all teachers along a five-level continuum of performance: 1) Welcome to IDEA Teacher; 2) Emerging IDEA Teacher; 3) High-performing IDEA Teacher; 4) Advanced High-performing IDEA Teacher; and 5) Master IDEA Teacher. A teacher's pathway placement is determined each year and is based on a balanced scorecard for teacher evaluation. Teachers at the first two pathway levels receive prescriptive, individual professional development (PD) to support their improvement towards higher levels.</p> <p>TCP placements are meant to reflect consistency over time rather than yearly fluctuations. Thus, teachers who receive a lower rating than they did the previous year enter a "hold year," during which teachers retain their current rating (in other words, they will not drop a level) and have the year to bring their performance levels up. They are also given additional professional support during this time, including extra coaching, a specific improvement plan, and other opportunities for bettering their practice. Content- and pedagogy-based PD is offered throughout the year based on pressing needs. In addition, San Benito will supplement with TTIPS-specific PD for its teachers, based on the need identified in the school improvement planning process and in preparation for the TTIPS proposal.</p> |
| Describe the criteria established for educator removal: | <p>GET- defines acceptable teaching and interim performance measures from student performance. These tools along with the annual performance review meetings (3x a year) are used to evaluate and coach a teacher. If IDEA sees that the teacher continues to lag in their evaluations, a Performance Improvement Plan is created with the teacher that outlines specific milestones the teacher needs to demonstrate over 4-6 weeks. If no growth is seen in this time, then the teacher is exited. This process follows for all employees who are not performing at the level of their peers and not showing improvement.</p> <p>Principals are placed on a performance improvement plan (PIP) as needed and are exited if performance does not improve in a timely manner. The process is similar to that for teachers, and the evaluation tools utilized include achievement of the school goals, organizational health results and performance as measured by the School Leadership Levers (rubric like the GET but specific to assessing skills a strong school leader needs to demonstrate). Trends are looked at for all these metrics so it is not a frozen snapshot in time but a clearer picture of the progress (or lack) that is occurring at the school under the principal's leadership.</p> |

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County-district number or vendor ID: 108807

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

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N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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|---|-----|
| Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point: | N/A |
| Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development: | N/A |
| Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student: | N/A |

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|---|------------------------------------|
| County-district number or vendor ID: 108807 | Amendment # (for amendments only): |
| <p>Statutory Requirement 11: Developing an Early College school-wide strategy (continued)</p> <p>Applicants proposing a TEXAS STATE-DESIGN model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.</p> <p>These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".</p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> | |
| <p>Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:</p> | <p>N/A</p> |

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Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---|------------|
| <p>Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:</p> | <p>N/A</p> |
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

IDEA Public Schools has piloted a half-day pre-Kindergarten program at IDEA Pharr and has seen stellar student achievement results in both reading and math with a population that was 92% ELL. At Pharr, 100% of students were on Kindergarten level or higher in reading by the end of the pre-K program.

Building off IDEA Pharr's successful program, San Benito Academy will staff the **three-classroom** program with **three certified teachers** and **three paraprofessionals** to meet the required child-to-staff ratios 10:1 and will adhere to the required class-size limitations of 20/class. IDEA offers competitive staff salaries and a teacher quality and retention bonus/incentive structure (through Teacher Career Pathway for the entire district and through this TTIPS grant for San Benito-specific incentives as noted on page 42). IDEA will deliver a half-day pre-Kindergarten program on the San Benito campus focused on academics and will partner with local certified daycares, Head Start programs, or the local Boys and Girls Club for the other half of the day, thereby providing a **full-day pre-K program**. IDEA maintains relationships with all 3 types of entities and will finalize the 2nd half of the pre-K program no later than the end of year 2.

The IDEA portion of full-day pre-Kindergarten (7:30 – 11:15 am or 12:15 – 3:45 pm) will include Homeroom, IDEA Time (teaches school culture and core values), Reading/Language instruction, Math, Read Aloud Time, Developmentally Appropriate Engineering, and Lunch. The partnering entity will provide academic enrichment (story time, sing-alongs, tactile play, and structured play time for physical movement and fine and gross motor skills development).

Describe how the preschool program proposed is:
research-based;
vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

IDEA will use two researched-based programs developed by the National Institute for Direct Instruction (NIFDI), *Español to English*, and *DISTAR Math*. This will include a complete program of specialized training for pre-K teachers in the model and NIFDI's evidence-based approach to instruction and assessment, which is vertically aligned to other Direct Instruction curriculum offered through the elementary grades at all IDEA schools. IDEA will also conduct **Texas School Ready!** Monitoring evaluations to assess the program and will make professional development available to teachers through **CLI Engage**. Teachers will establish growth goals for each child. In addition, IDEA is working with Texas A&M University's College of Engineering to implement a developmentally appropriate engineering and robotics program for pre-K-2, 3-5, and 6-12, which will benefit and involve all students at IDEA San Benito Academy.

Social-emotional skills will be developed through the services of a **Communities in Schools Site Coordinator** (counselor) and the Yale School of Emotional Intelligence's research-based **RULER Method**, designed to build emotional intelligence across an entire campus.

Finally, IDEA will make use of parent involvement and engagement resources through both TSR and CLI to ensure parents have tools to further expand their child's learning at home and during out-of-school time.

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

IDEA collects data 4 times each year from Direct Instruction (K-2 and will add PK collection) and Interim Assessments (grades 3-5), plus collects data from benchmark and actual STAAR exams, and student persistence (year over year). San Benito Soars will add TSR progress monitoring assessments with pre-kindergarten students.

Other data that is tracked, though not considered for incentive or bonus pay, includes STAR and Accelerated Reader (Renaissance Learning), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Reasoning Mind diagnostics and assessments, and TPRI (Texas Primary Reading Inventory).

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 108807 | Amendment # (for amendments only): |
| Statutory Requirement 14: Screening and Selecting Staff Applicants proposing a TURNAROUND model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model: | N/A |
| Indicate the number of existing staff rehired for work in the turnaround model implementation: | N/A |
| Describe process for selecting new staff, including the criteria for best-fit in the turnaround model: | N/A |
| Indicate the number of new staff hired for work in the turnaround model implementation: | N/A |
| Indicate the start date for the new turnaround implementation staff; including rehires and new hires: | N/A |
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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| Schedule #16—Responses to Statutory Requirements (cont.) | |
|---|------------------------------------|
| County-district number or vendor ID: 108807 | Amendment # (for amendments only): |
| Statutory Requirement 16: Whole-School Reform Model Developer Applicants proposing the WHOLE-SCHOOL REFORM model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances. These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| Name the model developer with whom you will partner to implement the whole-school reform: | N/A |
| Describe the record of success the model developer has shown in implementing whole-school reform strategies: | N/A |
| Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications: | N/A |
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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| Schedule #17—Responses to TEA Program Requirements | | |
|---|---|--|
| County-district number or vendor ID: 108807 | | Amendment # (for amendments only): |
| TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students. List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | |
| Critical Success Factor: | <i>Academic Performance/Improve the Instructional Program</i> | |
| Planned Intervention | | Period for Implementation |
| 1. | Professional development (PD) for teachers in reading, writing, math, and Special Ed/ELL accommodations/modifications; social/emotional learning (emotional intelligence) in support of increased student attendance and persistence and improved academics | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 2. | PD for school leaders on data analysis, school climate, social-emotional supports and other topics | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 3. | Hire 1 Math and 1 Reading Specialist to improve student achievement and professional development | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 4. | Hire Academy Engineering Curriculum Writer and Implementation Coach to add developmentally appropriate math/science/engineering lessons to curriculum for all grades (in partnership with Texas A&M University College of Engineering); provide field lessons to enhance engineering curriculum and instruction | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 5. | Provide professional staff with extra-duty pay for summer training, planning and debriefing | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 6. | Contract with community partner (certified daycare, Head Start, or Boys and Girls Club) to offer full-day pre-K program | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 7. | Supply technology for student access to online, personalized instructional resources; provide high-quality online instructional resources (Reasoning Mind, IStation, Dreambox, etc.); provide additional instructional materials to enrich classroom instruction and increase student engagement (Accelerated Reader books, robotics/engineering kits | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 8. | Reward teachers for student academic growth | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |

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| Schedule #17—Responses to TEA Program Requirements (cont.) | | |
|--|--|--|
| County-district number or vendor ID: 108807 | | Amendment # (for amendments only): |
| TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.) Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | |
| Critical Success Factor: | <i>Increase Teacher Quality</i> | |
| Planned Intervention | | Period for Implementation |
| 1. | Provide PD for teachers in reading, writing, and math and organization/efficiency (The Together Teacher, Teach Like a Champion, etc.) and differentiated instruction; provide expert Instructional consultant (ex: Uncommon Schools or Harvard Graduate School of Education) | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 2. | Provide release time for teachers to observe/support others and visit high-performing schools and classrooms | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 3. | Send teachers to observe local excellent schools in action | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 4. | Reward teachers for progression along the Teacher Career Pathway | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 5. | Provide flexible nonfinancial incentives and rewards | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 6. | Allow high-performing teachers to choose advanced PD | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 7. | Provide tuition reimbursement to help teachers and co-teachers complete their college degree/specialization/certification | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |

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| Schedule #17—Responses to TEA Program Requirements (cont.) | | | |
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| County-district number or vendor ID: 108807 | | Amendment # (for amendments only): | |
| TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.) Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | |
| Critical Success Factor: | <i>Increase Leadership Effectiveness</i> | | |
| Planned Intervention | | Period for Implementation | |
| 1. | Provide year-long, job-embedded coaching for Principal; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Focus on IDEA's School Leadership Levers and Leadership Competencies; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | District Coordinator for School Improvement (DCIS) supports teachers and school leaders; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Reward School Leadership Team (SLT) for student academic growth; | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | SLT and teachers visit high-performing schools and classroom in the district and outside of the Rio Grande Valley to glean best practices to adopt and share; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 6. | PD for SLT on topics appropriate to role and responsibilities; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

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| Schedule #17—Responses to TEA Program Requirements (cont.) | | |
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| County-district number or vendor ID: 108807 | | Amendment # (for amendments only): |
| TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.) Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | |
| Critical Success Factor: | <i>Increase Use of Quality Data to Inform Instruction</i> | |
| Planned Intervention | | Period for Implementation |
| 1. | Supply teachers with sufficient diagnostic and assessment instruments to support frequent, high-quality data collection; provide GradeCam licenses for use by all teacher to speed up data-gathering and analysis | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 2. | Collect student achievement data via standardized state and national assessments: STAAR, STAR (Renaissance Learning), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TPRI (Texas Primary Reading Inventory), Reasoning Mind, and Direct Instruction, and other instruments | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 3. | Collect student achievement data via Interim Assessments (locally produced assessments); | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 4. | Measure the impact of PD training on student achievement; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 5. | Track data via IDEA's HUB (internal data and shared drive) system; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 6. | Reward teachers for student academic growth as measured by frequently collected, quality data; | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3 |

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Learning Time***

| Planned Intervention | | Period for Implementation | |
|----------------------|---|--|--|
| 1. | Coordinate 21 st CCLC funding with TTIPS funding to extend learning time; | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input checked="" type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 2. | Provide 1:1 devices for students in grades 3-5 to access reading and math resources outside of school time; | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input checked="" type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 3. | Staff AR lab in summer; | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input checked="" type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 4. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 5. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 6. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 7. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:***Increase Parent/Community Engagement***

| Planned Intervention | | Period for Implementation |
|----------------------|--|--|
| 1. | CIS Counselor provides social-emotional supports and referrals for students and families; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 2. | Implement Family Math/Reading/Science Nights; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 3. | Create a program to teach parents how to help their kids read at home | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 4. | Model parent/child teaching and learning opportunities and provide instructional materials for parents to use at home; http://rortx.uth.tmc.edu/Parents-And-Educators/ http://littletexans.org/DownloadGuidelines.aspx | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 5. | Model parent/child teaching and learning opportunities and provide resources for parents from Texas School Ready! http://texasschoolready.org/a-parent | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 6. | 1:1 technology engages families in learning; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |
| 7. | Parents participate in school decision-making and committees; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3 |

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Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve School Climate

| Planned Intervention | | Period for Implementation | |
|----------------------|---|--|--|
| 1. | Parent, student, and teacher satisfaction surveys track organizational health; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Communities in Schools Site Coordinator (CISSC) proactively addresses social-emotional needs in 1:1 meetings with students; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | CISSC reactively addresses social-emotional needs of students in the incidence of a traumatic event; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Train the Trainer and implementation for the Yale School of Emotional Intelligence's RULER Method (building emotional intelligence and noncognitive skills); includes training for teachers, staff, students, and parents | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | Provide training for School Climate/Culture Committee; Committee creates a vision for excellence each year. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 6. | Assess school climate via IDEA's semi-annual organizational health survey; | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 108807 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C01 | Provide early intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D07 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information on tape | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|-------------------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Ttruancy

| # | Strategies for Absenteeism/Ttruancy | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community partnerships | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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